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ABSTRACT

International involvements at the University of California, Berkeley (UCB), are described. UCB's international activities are not shaped by any official campus plan, but result from the efforts of individual scholars and various campus organizations. Four broad types of internationally-focused activities at UCB are as follows: academic exchange programs; the exchange of ideas and experience through conferences, seminars, and workshops; technical assistance involving a variety of experts and specialists; and extracurricular education such as music, film, art, theater, and sports. In contrast to the pattern for foreign students coming to UCB, 92 percent of local students who go overseas from UCB are undergraduates, and most of them major in the social sciences, languages, and humanities. In 1981 about 2,100 immigrant foreign students and 1,860 nonimmigrants were attending UCB, and most were studying engineering and the sciences. Of the nonimmigrant foreign students, the majority were male graduate students. Foreign scholars who are involved in teaching or research at UCB represent 72 countries and totaled 1,512 in 1981, most in the fields of science and technology. Technical assistance by UCB involves the transfer of knowledge, skills, and technology, often to the Third World countries. (SW)

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BEYOND NATIONAL BOUNDARIES:
AN INTERNATIONAL PROFILE OF THE
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BEYOND NATIONAL BOUNDARIES:
AN INTERNATIONAL PROFILE OF THE
UNIVERSITY OF CALIFORNIA, BERKELEY

MARESI NERAD
DOCTORAL CANDIDATE, U.C. BERKELEY

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CHANCELLOR'S FOREWORD

Free and open discourse across boundaries of race, place and national purpose lies at the heart of Berkeley's standing in the international scholarly and scientific communities. We are pleased to be a resource to the world; we view the entire world as a resource to us as we go about our academic pursuits.

In Beyond National Boundaries: An International Profile of the University of California, Berkeley, Maresi Nerad and the Bay Area and the World Project describe the myriad international involvements of a great research university. Viewed in total, one sees far more than exchange visits of faculty and staff. As essential as such interpersonal contacts might be to international peace and understanding (such purposes can be partially accomplished by tourism, by the way), it is the currency of scholarship and research which distinguishes and undergirds a university's international activities. How fortunate it is that when we of the university community come together with our colleagues of other nations, either here in Berkeley or abroad, we have the bond of common academic disciplines through which our personal associations are nurtured and advanced. We in university life are thus doubly blessed: by the mutual necessity to work in our respective disciplines with our colleagues from abroad at the same time we come to know and respect them personally in their own milieu.

There are some who would place constraints upon this international lifeline of scholarship. Our people are not always free to travel to all parts of the world, for example. Talented students in some countries are not free

to apply to come to Berkeley to study with us. There are others who would require us to hold our research results secret for ultimate political purposes or to gain economic advantage.

We prize our international endeavors even as we realize that our unique international opportunities require continual attention and nurture. To Bay Area and the World we are grateful for publishing this view of the University.

Ira Michael Heyman
Chancellor
University of California - Berkeley

PREFACE

The Bay Area and the World Project was initiated in 1981 for the primary purpose of developing and disseminating information about the expanding international relationships of the San Francisco Bay Area and their important regional impacts. The basic aim of the Project is to facilitate and encourage public understanding of these relationships, and to help bring about stronger individual and institutional competence in handling the Bay Area's public and private international affairs.

One sector of intellectual, economic and cultural life that is particularly alive with international interaction of all kinds is higher education. The San Francisco Bay Area can proudly claim one of the highest concentrations of colleges and universities anywhere in the world, and it is safe to say that the vast majority of these institutions are well-connected internationally through a variety of student and scholar exchanges; through library collections, museums and archives; through cultural events; and of course, through the fundamental activities of scholarship itself: research, study, teaching, learning.

Two of our Bay Area universities stand out worldwide as premier centers of learning, even among the very first rank of the world's great universities. These two of course are Stanford University and the University of California at Berkeley. Although they are physically located here, these two institutions indisputably have become intellectual resources not just to California or the United States, but to the entire world. The ideas that are sparked in their laboratories, libraries, and classrooms know no state or national boundaries, but only the boundaries of science and logic. The pursuit of knowledge and understanding that is

their lifeblood flows freely across race, place, and national purpose. They are in a sense two top-performing local branches of a vast global enterprise whose raw material is intellect, whose technology is discipline, and whose product is human knowledge.

How can one take the measure of international involvement at an institution like Stanford or Berkeley? How can one describe in straightforward terms a range of international involvements that are as abstract as shared ideas or as concrete as a new foreign student's face, tired and drawn from the tough search for housing, friends, and a way to cope with an unfamiliar and demanding environment?

In this study, we have humbly attempted to describe some of the virtually thousands of individual activities that define such a university's international profile. Our case study is the University of California, Berkeley. The intent of the study is to help all of us in the Bay Area, who live and work within the reach of this great university, who support it with our tax dollars, depend upon the educational services it provides, cheer its athletic teams, and even catch an occasional glimpse of its landmark campanile, to better understand quite literally "what in the world" this place really is that we know simply as "Cal".

We are indebted to many people both on the campus and off, for their part in adding a detail here or a critique there to the composite sketch we have attempted. While they are too numerous to mention individually, we would be remiss not mentioning at least a few. Our thanks first of all to Maresi Nerad, Ph.D. candidate in Higher Education, and herself a student from West Germany, for her thoughtful and professional treatment of a vast and elusive topic. Sincere thanks as well to Professor Martin Trow, Director of the Center for Studies in Higher Education and to

Mrs. Janet Ruyle, Assistant Director, for their supportive roles in bringing about the implementation of the study and for helping it along the way. University of California President Emeritus Clark Kerr, Chancellor Ira Michael Heyman, Dr. Glenn Grant, Prof. Carol d'Onofrio, Prof. Neil Smelser, Prof. Carl Rosberg, and Dr. Sandria B. Freitag (editor) all share our deep appreciation for their substantive and critical contributions. Our sincere thanks, too, to the staffs of the Graduate Division, the Office of Advisors to Foreign Students and Scholars, the Lawrence Hall of Science, Education Abroad Program, International House, Pacific Film Archive and the Institute for International Studies for their help in locating and organizing data for the study. Finally, we are grateful to the William and Flora Hewlett Foundation for the funding which has made this study and the entire Bay Area and the World Project possible. Of course, final responsibility for the report rests with Bay Area and the World.

Peter A. Wollitzer
Executive Director

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EXECUTIVE SUMMARY

The San Francisco Bay Area can proudly claim one of the highest concentrations of colleges and universities anywhere in the world and among them some of the world's most prestigious. The range of international involvement at one of these institutions, the University of California at Berkeley, serves as the subject of this study.

Berkeley's international activities are not shaped by any official campus plan, but result from the efforts of individual scholars and various organizations on campus. Though the categories are not mutually exclusive, it is possible to discern four broad types of internationally-focused activities: (1) academic exchange programs, involving students, faculty, and scholars for the experience of living and studying abroad and bringing foreign scholars and students to enrich the home university; (2) conferences, seminars and workshops for the exchange of ideas and experience; (3) technical assistance involving a variety of experts and specialists in the transmission of knowledge and skills; and (4) extra-curricular education such as music, film, art, theatre, sports and libraries, aimed at enhancing our understanding of the cultures and values of other people. Some of the major points made about these four categories include:

1. Academic exchange constitutes the broadly-based core of international activity at UCB. Because UCB faculty are frequently funded by outside sources, the University has no comprehensive statistics for faculty travel and research abroad, although as many as 80% may have done so.

   The best known aspects of academic exchange are the programs designed for UCB students to study overseas. In contrast to the pattern for foreign students coming to Berkeley, fully 92% of local

students who go overseas from UCB are undergraduates, and these major primarily in the social sciences, languages and humanities. In another contrast, women are well-represented, constituting about 61% of the total.

2. In 1981 approximately 2100 immigrant foreign students and 1860 non-immigrants were attending UC Berkeley. Of the latter (the only category for whom statistics are compiled), the majority are male graduate students. Distribution of these students by geographical areas has remained fairly constant over the past decade, and most come for work in engineering and the sciences.

   Foreign scholars (i.e. post-graduates resident at UCB for research and teaching purposes) are also numerous at the university: 1512 from 72 different countries were counted in the Fall of 1981. The largest percentage of foreign scholars are in the fields of science and technology, and the most prominent hosts on campus are the Lawrence Berkeley Laboratory, Electrical Engineering and Computer Science, Chemistry, Mathematics and Mechanical Engineering.

3. Many campus units are active in the exchange of ideas. The umbrella organization for most internationally-focused units, the Institute for International Studies, leads in this involvement through a variety of programs dealing with important current issues, and the sponsorship of the conferences, lecture series, colloquia, discussions, luncheons and receptions that provide a forum for local and foreign scholars.

4. Programs of technical assistance typically involve the transfer of

knowedge, skills and technology, often to the Third World countries. Nearly all professional schools or colleges or their affiliated research centers are engaged in some kind of technical assistance. One of the premier examples of technical assistance at Berkeley is the Lawrence Hall of Science, which has designed a large number of projects on science and mathematics education for use at home and -- with cultural and linguistic modifications -- abroad.

5. An excellent example of the University's expansion of extracurricular education is the University Art Museum; other extracurricular activities include sports and cultural activities. Of the latter, about 25% of the programs scheduled by the Committee for Arts and Lectures originate in other countries.

BEYOND NATIONAL BOUNDARIES:

AN INTERNATIONAL PROFILE OF THE UNIVERSITY OF CALIFORNIA, BERKELEY

INTRODUCTION

Internationalism has always been a characteristic of great universities. It can be found in many unexpected places, some not visible at first glance. The following report uses the University of California (Berkeley) to illustrate the diversity of international involvement at a major research university. Though existing literature[1] deals solely with the academic side of the international exchange of students and faculty, area studies, and university involvement in development assistance of Third World countries, this report includes other University activities as well which reflect international concerns.

The report focuses on the range of international relationships present in a major university, rather than trying to catalogue each and every one; it would be virtually impossible in any one document to list all international activities at U.C. Berkeley, or to provide all available statistics. Both statistical and personal insights are included in the discussion. After brief introductory sections on the historical context and the background of UC's international activities, the discussion is organized under the headings of: (A) academic exchange programs; (B) the

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[1] See, for example, F. Rudolph, The American College and University (1962).

exchange of ideas through international meetings; (C) technical assistance; and (D) extracurricular education outside the formal curriculum.

The methods used to gather information for this report included interviews with administrative and academic staff, foreign and U.S. students, as well as references to documents such as project proposals, annual reports, budget reports, and special information kindly provided by relevant personnel. Data were gathered over a period of three months, from August through October 1982.

I. HISTORICAL CONTEXT

The history of international communication among universities traces its origins to medieval itinerant scholars who maintained contact among the great European universities and encouraged the exchange of ideas across political borders. In the nineteenth century, German and British scholars contributed their respective traditions to the evolving structure and character of American universities which still reflect this dual heritage. International communication and exchange among universities in the twentieth century, however, far exceeds anything that preceded it. So complex and pervasive are modern methods of communication and exchange that the pursuit of knowledge may appear truly universal and therefore unaffected by national policies or boundaries.

Yet major twentieth century exceptions prove this view wrong: universities in Germany under the National Socialist regime, and in China more recently during the Cultural Revolution, devoted themselves strictly to national concerns. These periods of isolation of educational institutions prompted many scholars to emigrate (in order to pursue autonomous scholarly

work) or to leave the universities altogether. Like the swing of a pendulum, such periods have been followed by an even more energetic expansion beyond national boundaries.

After both World Wars, a variety of international institutions and organizations were created to satisfy a desire for a stable world order. Because educational and scholarly exchange were thought to increase understanding among people, education was pursued vigorously as a major vehicle for promoting international understanding and peace in the world. One of the earliest organizations created to promote, facilitate and administer exchange programs between the U.S. and other nations was the Institute of International Education (IIE), founded in 1919. The establishment of the UNESCO (United Nations Educational, Scientific and Cultural Organization, 1945), the passage of the Fulbright Act in the U.S. (1946), and the Fulbright-Hays Act (1961)[2] fostered rapid expansion of internationally-focused academic activities.

The sources of financial support for this internationally-focused educational activity have been national governments, international organizations, philanthropic foundations and, lately, private business organizations. Major U.S. funding agencies include the World Bank, NASA (the National Aeronautics and Space Administration), the National Science Foundation, AID (the United States Agency for International Development), the Rockefeller Foundation, the Carnegie Corporation, the Asia Foundation and the Ford Foundation.

It is worth mentioning that for twenty years the Ford Foundation

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[2] Designed to foster mutual educational and cultural exchanges, the Fulbright program was created with funds made available through renegotiation of outstanding European debts to the U.S. incurred during and after World War II.

was one of the largest underwriters of international academic programs. It supported international agricultural research, the planning and administration of development programs, and studies of population growth, education, arms control, international economics, East-West relations and the preservation of human rights and intellectual freedom. Since 1970, however, all these programs have received less funding and experienced a related decline in activities. The worldwide financial crisis, a combination of stagnant economies and inflated currencies, has led to general cutbacks in education. Support of international education, particularly through scholarship and fellowship programs, seems to have been especially affected.

While budget cuts have reduced the size of international projects and the number of U.S.-funded foreign scholars, another dimension of international activities has expanded tremendously. The extracurricular sector, including activities in music, art, dance, theatre, film; political events; and athletic games, draws participants from all around the world. Further, many alumni associations have extended their services beyond the home campus, offering expeditions, archaeological digs and other journeys to virtually all corners of the globe. Moreover, since travel has become easier and cheaper, receiving short-term visitors from abroad has become a daily routine for University presidents, influential academics, and others on campus. Last, but not least, holdings of foreign books and journals in university libraries continue to grow steadily. There is a profusion of documents in all languages, modern and ancient. Although library holdings are not part of the curriculum, they are the heart of every good university.

Through a wide variety of channels, then, today's universities use

and maintain international contacts. Against this background of a general expansion of American interest in internationalism we turn now to the case of the University of California at Berkeley.

II. A BRIEF BACKGROUND FOR UC BERKELEY'S INTERNATIONAL INVOLVEMENTS

Although it is a land grant institution in the typically American tradition, UCB was marked by foreign influence from its earliest days. The structure of the University fused the Anglo-American pattern of collegiate life and learning with the model of the German research university associated with Alexander von Humboldt in the mid-1800's. By 1927 -- some sixty years after it was formed -- UCB had established such international renown that 10% of all foreign students coming to the United States attended there. In 1965 foreign students comprised 9.5% of the total enrollment in Berkeley; in 1970 the percentage increased to 10.3%,[3] and in 1981, 16% of all UCB graduate students were from a foreign country.

The establishment of the International House (I-House) at Berkeley in 1930, the second of its kind in the country, helped to accommmodate many foreign students and to support them in adapting to a different academic system and a new cultural environment. Its by-laws stated that the purpose of I-House was to provide "living quarters and a recreational and social center, primarily for the use of foreign and American students of the University of California, Berkeley without discrimination as to race, sex and religion, to the end that understanding may be created by fellowship."

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[3] U.C. Self-Study of International Education Exchange (1970) p.4.

This very progressive attitude met with the disapproval of some campus administrators, for it set aside the then-conventional barriers of race, creed and especially sex.[4] It was the first co-ed dormitory at Berkeley. But it was precisely by defying these conventions that I-House made its greatest contribution to the internationalism of campus life. For many parents of foreign students, especially female students, the existence of I-House eased the decision to let their daughters and sons study at Berkeley.

Foreign students are just one dimension of Berkeley's international exchange activities; foreign scholars are equally important. The number of foreign scholars (i.e. post-graduates teaching and doing research on the UCB campus) quadrupled between 1960 and 1981 (from 270 to 1512). Today, foreign scholars come from seventy-two different countries to stay for periods ranging from one month to three years.

A steadily increasing commitment by the University to internationally-focused education has encouraged such activity. After 1955 the Berkeley campus accelerated its interest in international education and research under the leadership of Chancellor Clark Kerr. In 1964, the Regents and the Academic Senate Systemwide passed a policy statement affirming the University's responsibility to contribute to, and benefit from, worldwide learning, research and experience. In 1965, the Ford Foundation granted the University $5 million for a ten year development program in research and training in international area studies.[5]

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[4] Report Upon a Survey of I-House (1941) Bancroft library.

[5] Area studies include the study of foreign countries and regions from the perspective of many different departments, and includes training in the less commonly taught or non-Western languages, such as Arabic, Chinese, Japanese and Russian.

Though the University regards itself as autonomous from national politics, its interests are stimulated by world events and by the politics of private and public funding agencies. Thus, the University has long-term international engagements tied to the intrinsic nature of certain disciplines such as foreign languages, world history, classics and paleontology, and short-term connections which are more easily affected by political-economic conditions, wars, recessions, diplomatic relationships, and by the availability of financial resources. For the most part, the latter are specific exchange programs, limited research projects, and overseas consultancies.

Within this international context, there is a two-way flow of scholars and students. The single most extensive two-way exchange program was started in 1965. Called the Convenio program, it was a collaboration between the University of California and the University of Chile funded by the Ford Foundation for a period of ten years. The resources of all nine campuses of the University of California were used as a consortium. This institutionalization of a large-scale interdisciplinary exchange grew out of early twentieth century Pan-Americanism. The "Ibero-Americana" publication series, begun in 1893 and published by the University of California Press, is a testimony to the strength of those ties between the University and Latin America.

As national interests shifted, so did those of the University. After World War I, Berkeley -- like other institutions -- followed political developments in the Far East. Intensifying its interest in the Far East, UCB could build on earlier efforts: in 1872, a chair of Oriental Languages was established as the result of a gift to facilitate West Coast

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business with the Orient,[6] and conscious efforts were made throughout this period to build up the library collection as well.[7] Chinese and Russian studies were established with the support of the Bureau of International Relations, known now as the Institute of International Studies (see below).

Today, Berkeley has stronger ties with Asia than ever before, particularly with the Peoples' Republic of China. It was one of the first universities to receive Chinese scholars and students and did so long before the period of "Normalization" in the PRC in 1979. During the past five years a number of Berkeley faculty and students have visited China and some of them have taught in Chinese universities. Berkeley's connections with China are a good example of the interplay between long-term involvements and short-term projects.

Building on such strong traditions of internationally-oriented activities, U.C. Berkeley today has a large number of programs and projects which make it an important international resource. In the following sections some of these are explored further.

III. THE RANGE OF INTERNATIONAL ACTIVITIES AT UCB

Berkeley's international involvement does not conform to any official campus plan. International involvement is achieved by the interests of individual scholars and the incentives available through individual and collective grantsmanship. Every department, every research

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6 In 1872 the University received a gift of fifty acres of land. Proceeds from the sale went into the endowment of a chair (i.e. professorship) intended to equip American graduates with facility in Chinese.

7 See, for instance, the acquisitions through the Carpentier collection.

center and service unit independently engages in countless connections with foreign universities or individual scholars. This has the advantage of allowing individual departments and units to act quickly on new opportunities, but it has certain drawbacks as well. Planning occurs incrementally. No single document or master plan structures, or even integrates, all of UCB's activities.

Nevertheless, it is possible to discern four categories of endeavor into which most internationally-focused activities fall:

--academic activities at UCB for foreign students and scholars, and programs abroad involving students, faculty and scholars in the experience of living abroad and using research and educational facilities of host nations;

--conferences, seminars and workshops for the exchange of ideas and experience;

--technical assistance involving a variety of experts and specialists in the transmission of knowledge and skills (in the case of development technology, mainly to Third World countries);

--extracurricular education, such as music, film, art, theatre, sports, and libraries, for the better understanding of cultures and values of other people, and enlarging the human perspective.

These categories are not mutually exclusive. Some activities belong to several categories, and these activities can be long- as well as short-term engagements. In the following pages, each of these categories is discussed in turn.

A. Academic Activities in Berkeley and Abroad

The core of internationally-focused activities at the University is

made of exchanges which facilitate study and research abroad by students, faculty and scholars. Here we look, respectively in each of the following subsections, at the kinds of agreements made to foster such exchanges; the campus infrastructure created to handle them; those affected by the programs; foreign students and scholars at UCB; two campus institutions of special significance for foreign visitors -- the Office of Advisors to Foreign Students and Scholars, and International House; and UCB faculty and students abroad.

These exchange programs are based on three types of agreements, those between the U.S. Government and foreign nations; between the U.C. system and institutions in different countries; and between UC Berkeley and particular universities. These have led to the creation of an administrative infrastructure to handle such exchanges (described in greater detail in the following section). The availability of financial resources is the most crucial factor affecting the volume of international exchanges.

In 1981 the following funded programs, results of agreements of the U.S. Government and foreign countries, were available to UCB graduate students and faculty: Fulbright-Hays, the Committee on Scholarly Communication with the People's Republic of China, the International Research and Exchange Board (socialist countries), the Marshall Scholarship (Britain), the DAAD (Deutscher Adakemischer Austauschdienst or German academic exchange service), the Luce Scholar Program (Asia), Lady Davis (Israel), Belgian American Foundation, and the Fannie and John Hertz Foundation (physical sciences).[8]

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[8] See Appendix 1 for descriptions of these programs.

In addition, the UC system has agreements, mainly for undergraduates, with institutions in twenty-one different countries through the Education Abroad Program (see below). Through Study Centers established at prominent universities in these twenty-one countries, students study at a foreign university and benefit from living abroad while pursuing degrees without interruption at UCB.

Berkeley also has separate agreements with individual universities and their departments from fifteen different countries, including Camaroon, China, West Germany, France, Japan, South Africa, Libya, Mexico, Morocco, Egypt, Saudi Arabia, Sweden, Switzerland and Venezuela. The exact number varies from year to year. It is common practice for these individual university exchanges to be initiated by particular professors. After some years of experience they may then be officially formalized into agreements with the help of an expert working in the University's Office of Admissions. The exchange takes place either on an equal money basis or on a student-to-student basis. On an average, two students per agreement are admitted to UCB.

1. The Administrative Infrastructure for Academic Exchanges:

Several University offices are involved in processing students and scholars for exchange programs, including the Graduate Division with its Admission and Fellowship Office, and the Office of Admission and Records. These offices are one of the "hidden dimensions" of international activities. Their work tends to be neglected when we think of academic exchange scholarship programs. The Office of Admissions in the Graduate Division handles all administrative work regarding foreign graduate applications. The Fellowship Office considers U.S. scholarship requests. The Graduate Division and the Office of Admission and Records evaluate all

foreign student transcripts and retain decision-making power over the admission of graduate students. Actual admission decisions for graduate students, however, are made by the relevant academic department to which the student has applied; moreover, this admission decision is independent of any award of scholarship assistance. The Graduate Division receives about 15,800 applicants per year; approximately 4500 of these are applications from foreign students. In Fall 1982, 800 new foreign students were accepted.

For U.S. students interested in study abroad, selection procedures vary. Most scholarships, such as the Fulbright grants for graduate study abroad and the Foreign Language and Area Studies Fellowship Program, as well as the Marshall, Rhodes, Luce and DAAD programs require students to undergo a formal screening process by a campus-wide committee. Other programs require direct application to the respective overseas agency, each of which has its own admissions procedures.

In 1982-83, thirteen UCB students were offered a Fulbright scholarship (25% of those who applied) for study overseas.[9] In the same year fifty-nine students were awarded Foreign Language Area Studies Fellowships to go to seven different areas (Africa: 3; East Asia: 21; East Europe: 8; Latin America: 3; Middle East: 10; South Asia: 9; Southeast Asia: 5). In addition, the U.S. Department of Education granted seven Berkeley students Fulbright-Hays fellowships for doctoral research. The University also awards fellowships annually for study (primarily dissertation research) abroad. In 1983, thirty travel fellowships were granted to students working in France, Italy, Germany, the U.K., Turkey,

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[9] See Appendix 2 for Fulbright Fellowship statistics.

Sweden, Mexico, Brazil and China.

The UCB records of faculty who receive Fulbright awards are incomplete because professors may apply directly without notifying the campus Fellowship office. For the academic year 1981-82, Berkeley counted three professors on the Fulbright-Hays Faculty Research Abroad program, and ten who received awards from the Council for the International Exchange of Scholars. The facts demonstrate unequivocally that UCB students and faculty are interested in going abroad and that they make use of the financial support available.

Fewer U.S. resources are available for participants coming the other direction. The majority of foreign students, faculty and scholars apply to Berkeley without financial support from the above-mentioned sources or from UCB funds. They come on their own personal funds, or they are sponsored by their government, company, or by their university. Statistics are most easily obtained for students: in Fall 1981, 51% of all foreign students were supported by their families or by their personal resources; 31% received support from UCB in exchange for work in the form of Research Assistantships or Teaching Assistantships; 12% were financed by their home governments and 2% came with support from private foreign scholarships. Out of the 1517 foreign students on campus in 1981, 656 (44%) were partially supported by UC and 1000 (66%) came without university

support.[10]

2. Foreign Students at UCB: It will be useful to examine in more detail who these foreign students are, where they come from, and what they study. It is necessary first, however, to reiterate the distinction between students and scholars. Those considered in this section are students enrolled in coursework, whether or not they complete a degree program. Foreign scholars, by contrast, are mostly post-graduates (professors or researchers) resident at Berkeley for research and/or teaching purposes.

Within the student category, we should also distinguish between foreign students on immigrant and those on non-immigrant visas. In 1981 approximately 2100 were immigrant foreign students, as opposed to 1860 non-immigrants. Only non-immigrant students are regarded as foreign students and only their data are available.[11] This information indicates that the majority of foreign students are male graduate students. Of 1379 foreign graduates only 276 (20%) are women[12] and of the 481 undergraduates, 175 (36%) were female. This distribution for graduate students has held constant over a period of years; there has, however, been some upward

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[10] It is often perceived erroneously that foreign students use funding that should be reserved for California state residents. Little notice is taken of the income accruing to the university from foreign student tuition. Moreover, foreign students spend $103.6 million annually in the Bay Area on living expenses alone (cf forthcoming report from the Bay Area and the World Project on foreign students in the San Francisco Bay Area).

[11] Appendix 3 provides information on foreign students from the Office of Advisors to Foreign Scholars and Students.

[12] The campus percentage of female graduate students is 36%.

movement in the number of female undergraduates.

Berkeley's distribution of foreign students by geographical areas has also remained unchanged during the past ten years, a characteristic in which it differs from other universities.[13] This is due to Berkeley's ability to choose the brightest students of the world from a huge pool of applicants. In 1981, 45% were from Asia, 18% from Europe, 16% from the Middle East and North Africa, 9% from Latin America, 5% from Canada and 2% from Oceania.

Yet the mix of foreign students by individual country is affected by the home country's politics. The largest number of students from a single country in 1981 came from Taiwan (244), followed by Hong Kong (166), Iran (160), and Japan (121). In 1970, by contrast, 259 students came from Hong Kong, 217 from India, 156 from Taiwan and 112 from Canada. These figures may change now as a result of California's (and hence the University's) current budget difficulties. For all of these students the tremendous increase in fees (from $400 per quarter in 1968 to nearly $1500 in 1982) poses a serious problem.

The most popular majors among foreign students are engineering (39%), the physical sciences (10%), the social sciences (9%), business administration (5%) and the humanities (5%).[14] In this respect, Berkeley is comparable to other institutions of higher education. In the College of Engineering foreign students account for nearly 50% of the graduate student body and approximately 75% of the Ph.D. students.

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13 Barbara Burn, Expanding the International Dimension of Higher Education (1980), p. 62, reports that the greatest change is in the increase of students from OPEC countries.

14 Office of Student Research, "Profile of the Berkeley Campus Student Mix" (Spring 1982).

These figures make it clear that UCB is indeed an educational resource to the world and a major "exporter" of educational services worldwide. This very fact, however, poses certain problems in terms of the goals accomplished by providing this educational service. At least four different parties are responsible for the presence of these foreign students -- the student, the home country, the University, and the sponsoring agencies -- and each of these has a different set of goals and expectations to be met. These objectives may conflict, particularly for students from developing countries.

The conflict arises primarily because more foreign students decide to remain in this country than had originally intended to do so. Most foreign students work as research assistants in ongoing research projects; they pursue problems in their theses which are most relevant to conditions in the U.S. They often use technical apparati only available in highly industrialized countries. The work in the U.S. often appears more intellectually challenging. These experiences orient them to goals different from those they or their home countries originally intended. They may also find that the marketability of their skills, their resulting earning power and, frequently, their ability to assist their extended families through remissions home, are much greater in the U.S. than in their home countries.

Thus many of the developmental goals pursued by foreign countries in sending their students to the U.S. cannot be met. This thorny problem of students remaining abroad, known as "brain drain," has not been addressed directly by the University. The fragmentation which results when each department and research center on campus independently develops its own training programs exacerbate the problem. In this respect, at least,

the University's ability to serve as a resource to the world becomes more problematic.

Nevertheless foreign students do receive an education which enhances their knowledge and increases their possibilities for successful careers and leadership in their home countries. In this respect, the University offers its service to the world. In addition, the students become familiar with the American way of life and values, and develop lasting friendships. And even where these students stay within California, they can have a positive local impact by reducing the shortage of trained scientists in areas such as electrical engineering and computer science.[15] They also stay to fill faculty posts ignored by U.S. graduates, who seek the higher financial rewards offered by industry.

The impact made by the presence of foreign students is difficult to assess. At least three areas can be named where the presence of foreign students makes a difference: in research, teaching, and in the education of American students. Since all foreign students have been selected through highly competitive procedures, they contribute significantly to the quality of research of which Berkeley is justly proud. Their presence in the classrooms and on campus enriches the cultural diversity of the Berkeley campus.

The University of California officially acknowledges such contributions, particularly by those who return home. Since 1966 the University has presented the Elise and Walter Haas International Award each Charter Day to a former foreign student from any campus of the University who has returned to the native country to render distinguished service in

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[15] Those who stay provide more revenue to the state in the form of taxes, than the state has spent on their education.

any field of liberal endeavor. Thus far all winners have come from the Berkeley campus. Among the recipients[16] were such outstanding people as Galo Plaza (1967: former President of Equador and United Nations diplomat); Zulfikar Ali Bhutto (1973: late President of the Islamic Republic of Pakistan); Ms. Sadako Ogata (1978: Minister of Japan to the United Nations); and Kuang Tou Chang (1981: Vice President, Tsinghua University, Beijing).

3. Foreign Scholars at UCB: In Fall 1981, University statistics acknowledged 1512 foreign scholars from 72 different countries. Typically these scholars provide teaching (184) and research (1174) in areas supplementing the work of departments or research units serving as their hosts. The greatest number of scholars was hosted by the Lawrence Berkeley Laboratory (364), Electrical Engineering and Computer Science (78), Chemistry (77), Mathematics (76), and Mechanical Engineering (46). The largest percentage of foreign scholars are in the fields of science and technology (a characteristic similar to that of foreign student majors); only about 10% are in the humanities, and approximately another 10% are in professional or other fields. Burn views this distribution as a sign of the "split between the relatively cosmopolitan world of science and the more provincial realm of the humanities and social science."[17] More prosaically, it may be noted that the sciences, at present, through the Department of Defense, receive more outside funds than do the social sciences or humanities.

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16 See Appendix 4, "Recipients of the Haas Award."

17 She goes on, "While the contrast should not be overstated, there is a tendency for scholars in the mathematical fields to deal with one another as participants in a single transnational enterprise, while scholars in the value-related fields often treat one another as representatives of the nation-state in which they live." Op. Cit., p. 83.

Fifty percent of UC Berkeley's foreign scholars come from Europe. However the six individual countries with the largest number of foreign scholars were: the People's Republic of China (189), Japan (167), Federal Republic of Germany (140), UK (133), France (117), and Israel (95).

Their presence is highly valued by the University. They bring different perspectives and different approaches to research problems and while Berkeley professors are on sabbatical foreign scholars are often available to teach their classes. One campus administrator said that this international dimension is as important to the University as "breathing". In addition, many personal friendships have developed out of these work contacts. Berkeley faculty often extend their hospitality to the mutual exchange of houses in the case of a sabbatical abroad, or they host each other's children for the study of foreign languages.

It is worth noting that the Regents' Professorship and Lectureship Program, which brings four to six outstanding scholars and writers to the University of California annually, has extended 50% of its invitations to distinguished foreigners to teach on the Berkeley campus for one academic quarter. Among these were people like Stuart MacLure from the London Times, Jean Jenkins (Britain) in music, and Kai Curry-Lindahl (Sweden) in natural resources.

4. The Office of Advisors to Foreign Students and Scholars: The university has established a separate administrative unit, solely concerned with service to foreign students and scholars. The Advisors to Foreign Students and Scholars offer a wide range of assistance to foreign students as well as to foreign scholars and their families. These include orientation programs for new students, guidance on visa matters, help in solving financial difficulties, health care counseling, advice on personal

problems, programs promoting interaction with American families and larger communities, and fostering knowledge about the history of California and the Bay Area in particular.

With fee increases, and the more restrictive U.S. Immigration regulations on student visas, the AFSS' advising and assistance programs have become indispensable for every foreign student, particularly in terms of loans, fee deferments, grants-in-aid, and medical funds. In like manner, these programs aid the many foreign scholars associated with the campus.

5. International House:[18] Important services are provided by "I-House", the coeducational residence,[19] specifically designed as a place of communication among foreign students, foreign scholars, and Americans. With community groups such as the Rotary Club, the I-House in cooperation with the AFSS program office, organizes cultural and social events, tours and visits around the state, weekends with an American family in a small town, or an in-depth look at public schools. It coordinates, with the University's organization of Faculty Wives, a host-family program wherein foreign students live with an American family for a short period of time. Another program for married students focuses on overcoming the problems of the non-student spouse in a foreign country. Thus the I-House makes a major contribution to the international social life of Berkeley.

6. UCB Faculty Abroad: Members of the Berkeley faculty have earned an image as well-traveled scholars of the world (among whom a significant number are Nobel laureates), who publish in foreign journals, whose books

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18 "International House, Berkeley, 1930-1980," fiftieth anniversary publication, available from International House, Berkeley, California 94720.

19 See Appendix 7 for residence statistics from 1977-82.

get translated into foreign languages, and who contribute significantly to major international conferences. It is their scholarly activity which makes Berkeley a university of world reputation.

Although there are no current records available to document the annual number of Berkeley faculty who travel abroad, figures from the previous decade suggest that as many as 80% of the Berkeley faculty have traveled widely and have worked abroad at some point in their career.[20] It is most likely that these figures are still appropriate today, as the University encourages its faculty to strive for an international reputation. For instance, it provides grant money every year to support each faculty member who gives a paper at a conference outside the U.S.

In general the faculty use the same types of academic programs as students to fund and organize their studies abroad: government-funded programs (Fulbright), programs with national scope but private sources, exchanges between the UC system and institutions abroad, and direct exchanges between UCB and a foreign university or between individual departments within exchanging universities. About one-third use personal savings to pay for their trips. In addition, faculty members travel to participate in specific projects in Third World countries. For example, Berkeley is presently collaborating on the Nutrition Project, a multi-university, multi-country project in Africa addressing the effect of modest increases in food intake on reproduction, early growth and development, cognition, susceptibility to disease, activity, and socio-economic performance.

The reasons for faculty travel abroad are as diverse as the

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20 UC, "Self-Study of International Educational Exchange," (1970).

interests which faculty members pursue at the home campus. They may wish to write a book about ancient Chinese politics using the Beijing Library, to interview people in squatter areas in San Paolo for a project on low-income housing, to gather rare insects in Australia for biological control research, or to record ethnic music in Nepal. In fact, there can be no single example which typifies the range and variety of faculty experiences abroad. The common denominator is the perception of the entire world as an important resource.

There is also very little existing information on the countries to which faculty members go to do their research or teaching. In 1970, most faculty went to Europe.[21] Similarly, the interviews conducted for this report suggest that scholars more often go to the UK, France, West Germany, Switzerland, Italy, Belgium, or Greece than to Brazil, India or Japan. Inadequate facilities for large-scale projects may be one reason why researchers in disciplines such as physics, chemistry, and engineering prefer Europe to Asia or Latin America. Foreign governments' changing policies concerning scholarly access to materials may also affect exchange statistics for social scientists.

7. UC Students Abroad: The best known aspects of this side of academic exchange are the Education Abroad Program and those programs which are sponsored by the Office of International Education or by the campus scholarship program. There are no figures or estimates on independent study of undergraduate students abroad.

The Education Abroad Program (EAP) was established by the Regents of the University in 1961 to give qualified students from all U.C. campuses

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21 W. McCormack, "Mobility, Faculty Travel Abroad" (1972).

the opportunity to study and live abroad while continuing as registered students on their UC home campus. UC Charter Day celebrations this year focused on international higher education and were held on the Santa Barbara campus to honor the twentieth anniversary of the Education Abroad Program.

At present there are EAP study centers throughout the world, associated with more than forty host institutions and serving about 650 students annually from all UC general campuses. Among the twenty-one countries are Australia, Austria, Brazil, China, Egypt, France, West Germany, Hong Kong, Israel, Italy, Japan, Kenya, Mexico, Norway, Peru, Spain, Sweden, Togo, U.K./Ireland, USSR, West Africa.

The basic organizational units of the EAP are the study centers which are established abroad in cooperation with universities and other institutions of higher education in the host countries. UC faculty members are appointed as Study Center directors by the President of the University of California for a period of two years. Berkeley generally sends two faculty members per year for two terms to operate the centers. Their responsibilities include advising the UC students, evaluating their performance, and screening the host university students who are interested in coming to UCB. They generally continue their own research as well.

In the last two years about 165 UCB students went abroad annually, and approximately 40 foreign students came to the Berkeley campus. The largest numbers of students go to France (60), the U.K. (25) and Germany (20). The Berkeley participants, mostly undergraduates (92%), have traditionally constituted about 24% of the total number of students drawn from all U.C. campuses for the program. In 1980-81, 40% of all participants were majoring in the social sciences, 14% in languages, 26% in

humanities, 10% in natural sciences/math, and 3% in the professional disciplines. Women are well represented (61%). The relatively small proportion from the sciences may be due to student fears that labs and technical facilities would not be adequate or accessible.

The impact of a year abroad on the individual student is extensively documented.[22] A former director of the Center in London, UCB Professor Neil Smelser (sociology), reported that the close contact with students and the help he could provide were among the most gratifying aspects of his two years. Professor Fritz Tubach, once director of the German center, still meets with his advisees from his time in Gottingen. Both professors recall that nearly all of the students entered graduate school afterwards, and integrated an international component into their studies and their lives.

Student participants verify these statements:

> I went on to get an M.A. in French, taught and tutored it at college and high school level for six years...my Bordeaux experience made me fluent enough to be able to do this -- and opened many doors for me.[23]

The impact of study abroad can be measured not only in educational and professional activities, but also in social and personal terms. Wm. McCormack, director of international education at Berkeley, wrote, "the foreign [based] student not only learns how his hosts see the world, but he learns how they feel about the world."[24] Although the social integration of American students abroad is often limited, they certainly increase their

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22 See Appendix 9, for summary of responses to the EAP Participant Questionnaire.

23 Quoted from The Tieline 4:1:3 (January 1982). This is a Newsletter for the U.C. EAP.

24 W. McCormack, "Student Exchange as An Instrument of International Understanding," (1969) p.30.

personal knowledge about the host society and the world at large, and reduce stereotypical thinking about other nations. They gain greater understanding of their own American society and the relativity of positions taken by America on many international issues. Student participants further observed:

> Perhaps we are all better -- certainly more informed and more sensitive -- American citizens from this experience.
>
> One of the high points of my life -- an experience I shall never forget -- [it] stimulated a sense of independence and self-sufficiency -- I think and talk about the year frequently.

Although it is often feared that these programs will be affected by financial stringency within the university, this opportunity for UCB students costs the State no more than the equivalent year of study on the home campus. The students pay their fees as if enrolled on the Berkeley campus.

Besides the EAP, the Office of International Education administers three other exchange programs: the Berkeley Professional Studies Program in India for graduate students in professional fields, the Chinese Language Summer Program (in cooperation with the Summer Session Program, see below), and the Summer Work Abroad Program in France (SWAP). The latter has given fifteen to twenty Berkeley students the opportunity to work in France during the summer through an agreement with the Association Atlantique in Paris. However, this program had no funding for 1982-83.

Most widely known among these programs is the program in India, which has existed for fifteen years. Berkeley operates this program on behalf of universities throughout the U.S. One-third of the students are doctoral candidates from professional schools, like City Planning, Law, Public Health. During the course of the year, students travel throughout

India as researchers. One female graduate student in City and Regional Planning, for instance, evaluated a Working Women's Forum with 8000 members in south India. As a result of her report, the Indian women's project was renewed with increased funding. But over and above that tangible result, her understanding of the hard, oppressive life of Indian women changed her perceptions of American working women.

Although the students in both the EAP and the India program experienced difficulties with housing, food, and a different academic system, they all said they increasingly appreciate their experiences abroad as they gain perspective and distance over time.

The newest of these three programs, the Berkeley/Beijing Summer Program[25] was initiated by the Department of Oriental Languages and the Center for Chinese Studies. It is an eight week intensive language program designed to take advantage of the cultural environment. Field trips show what the Chinese people think of themselves, through the tours they offer to factories, schools, historical sites, neighborhood committees and family planning clinics.

The educational impact of sending UCB faculty and students abroad and, in exchange, bringing foreign students and scholars to the Berkeley campus, provides the most important focus for international activities at Berkeley. Yet academic exchange programs are only one of the several facets of UCB's internationalism. In the next section we examine the variety of organizations on campus whose primary purpose is to foster internationally-oriented programs and projects.

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25 See Appendix 10, for a description of the "Berkeley/Beijing Summer Program."

B. Exchanges of Ideas

While academic exchange programs are the core of international activities, conferences, seminars and workshops have also become common features of international academic exchange. They usually highlight topics of particular urgency, such as the nuclear threat or problems in the Middle East. They also update the latest research findings on, for instance, the methods of forecasting earthquakes, math-science education, or new techniques in the teaching of writing. Several of the campus organizations responsible for fostering these activities, including the Institute of International Studies, the East Asian Institute, and the various Organized Research Units (ORU's) with area specializations are described below. As the Institute of International Studies stimulates and organizes many of these activities, it is treated first.

1. Institute of International Studies (IIS): an umbrella organization for internationally-focused units on the Berkeley campus, the IIS has many functions. It creates various formats to encourage faculty to new research with an international dimension, and administers extramurally-funded faculty contracts and grants.

One of the latest undertakings of the IIS is its involvement in programs of international security and arms control, global development, and conflict reduction.[26] Launched in cooperation with the Institute of Urban and Regional Development, this project questions the modernization theorists who argue that less-developed nations can and should follow the development patterns established by highly industrialized countries. It seeks an infrastructure for dealing with global problems of development and

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26 Appendix 11, "Joint Program for Global Development and Conflict Reduction."

for exploring the paradoxes and ambiguities in proposed solutions. The goals are to develop administrative and teaching arrangements to examine fundamental questions about physical resources (trade, food, energy, appropriate technologies), social and cultural factors (transportation, communication, public education, social welfare, urbanization, fertility), economics, and state and international governance in development and conflict resolution. This project will bring together not only many interested Berkeley faculty, but also the various agencies involved in technical assistance. It is indeed designed with a 'global' perspective.

Further, the Institute supports the dialogue of Berkeley faculty and administrators with foreign visitors, by providing a forum for formal presentations and discussions, and by hosting luncheon meetings and receptions. These lectures are open to graduate students and the interested public. On average, the IIS sponsors fifty lectures per year on topics related to U.S. foreign and defense policy, international relations and comparative studies. Since the IIS has established contacts with various local and national agencies and organizations (including the U.S. Department of State, Department of Defense, the European Community Delegation in Washington, and foreign consulates in San Francisco), it is able to take advantage of government-sponsored visitors to the Bay Area. Among the distinguished guests invited to the Institute have been ministers, ambassadors, and even heads of governments, as in the recent cases of the former Chancellor of West Germany, Helmut Schmidt, and the former Prime Minister of Italy, Giovanni Spadolini.

In addition to the lecture series by foreign visitors, the IIS organizes monthly colloquia for the discussion of important issues of interdisciplinary concern for a mixed group of researchers from Berkeley

and Stanford, policy-makers, businessmen and journalists. Annually, the Institute sponsors several conferences with participants from around the world. It brought together American and Soviet specialists on Asia in 1977, and specialists on Africa in 1982, to exchange views on topics directly related to policy issues facing their respective governments. Most of these conferences are co-sponsored with other units on campus: in 1976, for instance, the international symposium on quantitative methods in the History of Science was sponsored with the Office for History of Science and Technology.

The Institute is unique on the Berkeley campus in its endeavor to use every opportunity to address the importance of international studies. It oversees two interdisciplinary undergraduate teaching programs: the Political Economy of Industrial Society program has about 250 undergraduates; approximately 70 students major in the program in Development Studies. These students benefit especially from the International Studies library with its special collections, of books, journals and monographs from foreign international studies institutes, and from the Institute's own publication series of policy and research papers.

Beginning in spring 1983 the Institute has expanded its service to the general public with the videotaping of interviews with distinguished visitors to the Berkeley campus. These tapes are broadcast on the University Cable Television program 'Open Window,'[27] which is broadcast on various public access television stations throughout California. Philip Habib (President Reagan's Special Envoy to the Middle East), Flora Lewis (Foreign Correspondent for the New York Times), and Gerard de Margerie

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[27] Appendices 12 and 13, "Open Window."

(Financial Counselor for the French Embassy) have all participated in recent IIS-sponsored interviews.

Clearly the IIS is an important focal point for Berkeley faculty in fulfilling their commitment to internationalism. The IIS serves as a catalyst for long-term research and teaching programs, for short-term exchanges of ideas, and for generating the funding necessary to support such activities.

2. Institute for East Asian Studies: Another umbrella organization, the Institute of East Asian Studies, serves as the focal point for three centers -- those for Chinese, Japanese, and Korean Studies -- and it incorporates as well the Stanford-Berkeley East Asian National Resource Center and the Group in Asian Studies. Each of the Centers is an ORU in its own right (see next section), and pursues all of the activities typical of these units. Besides the organizing of major international conferences -- in 1981, for instance, on North Korea; "Japan's Technical and Economic Challenge and the American Response"; and the Tenth Sino-American Conference on Mainland China -- the Centers contribute to the extensive publication program entitled the "China, Japan, Korea Research Monograph" Series.

The joint Stanford-Berkeley Center began by sharing resources for language instruction, and it is funded primarily by a U.S. Department of Education grant. It has also successfully established links between the Bay Area Asian professional community, the University, and schools with a large number of Asian children. Through a monthly newsletter and outreach (public service) programs, it provides assistance to these constituents. It has also been involved in special projects, for example, the development of audio-visual instruction materials for the schools.

The Group in Asian Studies is an M.A. program with approximately thirty graduate students. These students receive an interdisciplinary education, including courses in language, politics, trade and history (in contrast to the single discipline training offered within specific departments), while concentrating on some region of Asia. The M.A. program has proved especially useful for those going on to Ph.D. work or acquiring professional training to apply to problems and societies in Asia.

3. Organized Research Units (ORU's): The IIS is only the most visible of the many units engaged in international activities. All ORU's (sixteen in number) are involved in research projects, conferences, lectures and workshops with an international dimension. Functionally these units are distinguished from academic departments; the latter place primary emphasis on a particular discipline and on teaching responsibilities. ORU's do no teaching; they concentrate on research and outreach (public service) functions, and through their planning, programming, and fundraising activities serve to integrate campus faculty from a variety of disciplines.

There are ORU's on the Berkeley campus focusing on most of the regions of the world, including the Middle East, the Slavic countries, South and Southeast Asia, and those mentioned for East Asia. These all contribute to the internationalism of UCB by serving as hosts for foreign scholars and as disseminators of information about foreign countries and America's involvement with them. They also frequently serve as bridges between local American society and immigrants within it. The Center for South/Southeast Asian Studies, for instance, recently organized a publication and a series of videotaped lectures and interview with a well-known Indian scholar of Sikhism. Funded by a private grant from a

Sikh farmer living in northern California, the series both explains to other Californians the practices of a visible ethnic minority, and summarizes for resident Sikhs current academic research on their religion and far-flung community.

Internationally-focused activities are also offered by ORU's not specifically devoted to world regions. For example, the Center for Studies on Higher Education, characterized by its motto "Connect -- bring people and their ideas together to explore the relevance of their different perspectives on problems in higher education,"[28] has a Visiting Associates Program which supports mainly foreign scholars and research practitioners. In 1980/81, out of the twenty-three visitors, sixteen were from Britain, Sweden or Japan. Britain is of particular interest to U.S. educationists because of its close historical and contemporary links. The systematic planning process in Swedish higher education makes that country attractive as a comparative resource for the Center; and the mixture of public and private institutions in Japan means that country shares certain problems and characteristics with American educational systems.

Another place of unexpected international activities is the Center for the Study, Education and Advancement of Women. In March 1982 it organized an international women's week, including a symposium on "Women in China"; in May it held a three-day symposium with foreign participants on the impact of "Industrialization and Global Economic Interdependence on Women and Work in the Third World."[29]

Thus every center on campus contributes to the internationalism of

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[28] Center for Studies in Higher Education, "Annual Report" (September 1981).

[29] See Appendix 18,"Conference Agenda for Women's Center."

the University of California at Berkeley. Without these interdisciplinary units much of the integrated planning and fundraising, as well as important outreach activities, could not be pursued. They are an essential component in the mix which makes UCB such a valuable international resource.

Another component of great value includes the programs and projects providing technical assistance to scholars and agencies in other parts of the world, and to members of the Bay Area public needing assistance or wishing to acquire additional knowledge about international topics. This is described in more detail in the following section.

C. Technical Assistance

Programs of technical assistance typically involve the transfer of knowledge, skills and technology from those who possess such skills to those who need them. Nearly all professional schools or colleges or their affiliated research centers are engaged in some kind of technical assistance with Third World countries. These activities range from a workshop on municipal finance and management for twenty-three mayors from the Philippines (1981: Institute of Urban and Regional Development), to research on agricultural development in Egypt, India and Mexico (Department of Agriculture and Resource Economics), and consultancy regarding family planning in countries like Yemen, Pakistan and Indonesia (Department of Public Health). The level of involvement in development assistance has been largely a matter of resources, U.S. foreign policy, and the political stability of developing nations. The Agency for International Development (AID) and the World Bank are the major funding sources for contracts with the University. After 1975, AID shifted its emphasis away from projects such as building dams and roads, to supporting the long-term application of

science to solving the food and nutrition problems of developing countries.

Within this wide range of activities, several organizations on campus have proved especially visible. In this section we look at three of these, the Lawrence Hall of Science, the Summer Session program, and the courses offered by U.C. Extension.

1. Lawrence Hall of Science: The Hall is a public science center, a teaching institution, and a research and curriculum development unit. The Hall's involvement in international activities is varied. LHS-developed curricula are used worldwide; LHS staff act as consultants for various countries; and many foreign scholars spend time at the Lawrence Hall of Science contributing to Hall programs and learning the Hall's methods. Thus the LHS is a valuable resource at Berkeley for many teachers and youngsters in the Bay Area and abroad.

The hands-on science museum and the curriculum projects in bilingual science education, chemistry, physical sciences, biology, and health science have generated worldwide interest among science educators. In 1982 the Hall met with 329 foreign visitors for periods of from one day to three months. Foreign scholars, for instance, are quite interested in learning more about the research on adolescent reasoning in science and mathematics tasks. The Hall develops materials for science, math, and computer education, including science equipment kits, exhibits, teachers' guides, and films.

Several examples will demonstrate the range of services provided by the Hall. The publications of the Chemical Education Material Study, an integrated one-year course, have been translated with some cultural modifications into seventeen languages and are used throughout the world. The Scandinavian countries are publishing the curriculum of the Health

Activities Project, consisting of a series of science-based activities and experiments to help children grades 4-8 understand that they can control aspects of their own health. The Science Curriculum Improvement Study, a full K-6 science curriculum, has not only been used worldwide, but has also been released in Swedish and French-Canadian versions.

Some projects began with applications closer to home. The Outdoor Biology Instructional Strategies project, translated twenty of its activities into both a Spanish and a Spanish-English bilingual version to help improve the language skills of children of migrant farm workers, and to increase their interest in science. The OBIS activities have also been modified for use in Israel and are currently being adapted for use in Germany. In 1979 science and cultural activities were also developed for immigrant Chinese- and Filipino-speaking junior high school students in the Bay Area. These hands-on science activities highlighted the connection between science and culture in the East and the West.

The Hall has also developed half-hour science shows for children, teenagers and adults. Robert Cremer, located at LHS for the Educational Television Office on campus, produces science shows on Hall events for broadcast on cable TV systems throughout California. For broadcasts overseas he also assists film crews from television stations in West Germany, Austria, Japan, and France to produce documentaries on Hall programs.

Like many departments and ORU's on campus, the Hall has recently met with government officials from the Peoples' Republic of China. The possibility of training Chinese teachers at the Hall was discussed during the visit of delegates from the Ministry of Education and two major universities.

Annually about 10% of the 312 staff members of the Hall go abroad on contracts with a foreign government. For example, a senior staff member is currently on a six-month leave to consult in Paris for the building of the world's largest science center. Another staff person went to India to help plan a portable planetarium. In the next few months, an LHS staff member will go to Brazil to consult on the feasibility of constructing five or more small versions of LHS.

2. Summer Session and UC Extension: Though both summer and Extersion programs exist as entities at most American universities, they are not mentioned in the existing literature on international education. Yet both programs at Berkeley offer courses for foreign students and for U.S. participants going abroad. Last summer, ten-week intensive language workshops in fifteen different languages were taught at UCB, including Sanskrit, Thai, Vietnamese and Persian.

The UC Extension -- the continuing education arm of the University and its bridge to the community -- offers English courses for about 1000 foreign students during the summer and for 200-300 during the Fall quarter. In more advanced courses like "Improving Cross-cultural Communication in the Workplace" or "Effective Spoken Communication", instructors focus on the needs of non-native English speakers who must use English daily at work. These courses assist as well those people who supervise, train, and work with persons coming from a different cultural background and speaking a different native language.

For Americans, UC extension offers many travel-study programs to places like Kenya, Egypt, India, Nepal, or Florence and Siena in Italy. These courses, often attended by UC alumni, are extended travel tours and educational experiences for adult students. For thirteen years, UC

Extension has run the Oxford/Berkeley program where over 2000 persons continued their education utilizing the resources and seminars of the venerable British university.

Thus, internationally-focused education at UCB benefits the general public as well as its own and foreign students and faculty. In addition to academic exchange programs, exchanges of ideas and technical assistance, and the provision of continuing education opportunities, the University has become increasingly involved in programs fostering extracurricular experiences.

D. Extracurricular Education

An excellent example of the University's expansion of international activities in the extracurricular sector is the University Art Museum. It houses eleven galleries and the Museum's film department, the Pacific Film Archive.

The Museum organizes exhibitions by foreign painters and also sends collections abroad with an explanatory catalogue, as in the retrospective of New York painter and sculptor Neil Jenney sent to the Stedelijk Museum (Amsterdam), the Louisiana Museum (Denmark), and the Basel Kunsthalle (Switzerland). The Museum has scheduled two exhibitions annually on Asia, presenting mostly Chinese and Japanese art.

The Pacific Film Archive (PFA), a center for film scholarship, exhibits on a daily, year-round basis a comprehensive program of world cinema, past and present, at a very low entry fee. Because of the scope, quality, and rarity of its films, it is widely known and appreciated within the international film community. Currently it owns 6,000 films with areas of concentration in Japanese cinema, Soviet silents, and contemporary

Canadian animation. The attraction of its programs is heightened by personal appearances of many foreign film makers like Wim Wenders, Jean-Luc Godard, Atrira Kurosawa. After the presentation of their latest movies they participate in discussions with the audience. These can be rare opportunities, for it often happens that the foreign films shown at PFA are not available through traditional distribution channels.

Other extracurricular activities include sports and cultural activities. Many of these latter are sponsored by the University's Committee for Arts and Lectures (CAL). About 25% of their performers come from a foreign country, among them Marcel Marceau, the famed pantomimist from France, and renowned dance groups from all around the world. Recently, however, the number of foreign companies has decreased due to a reduction in available funding. Berkeley's sports fans are aware that the UC Berkeley swimming and water-polo teams constantly take part in international competitions like the biennial World University Games. And its crew team this last year ended its successful season at the Henley Regatta in England.

A final symbolic note underscores UC Berkeley's internationalism. As literally the most outstanding feature on the Berkeley campus, the 307 foot, 30-story campanile would lack its spirit were it not for the outside world. The word "campanile" is Italian for "bell tower," and indeed the campanile was inspired by the bell tower of St. Mark's Square in Venice. Its twelve bronze bells were cast in England in 1915 and the set of thirty-six bells came from France in 1978. The bells are played by celebrated carillonneurs from around the world, and the national music of visiting foreign dignitaries on campus is frequently heard. In September 1980, five nations sent the world's foremost carillonneurs to regale the

campus community and the city of Berkeley daily for a full week during the International Festival of the Bells.[30] With its European heritage on the one hand, and its Pacific-facing view on the other, the campanile is not only the best known landmark of the University of California, but also an appropriate symbol of its unmistakable and integral membership in a world community beyond national boundaries.

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30 See the publication "International Festival of Bells" (September 1980), available from the Committee for Arts and Lectures.

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2	Fulbright Fellowship Awards Statistics
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8	Education Abroad Program Statistics
9	E.A.P. 1978-79 Participant Questionnaire, General Summary of Responses
10	Berkeley/Beijing Summer Program Description
11	Joint Program for Global Development and Conflict Reduction, Institutes of International Studies & Urban, Regional Development
12	"Open Window" Statement
13	"Open Window" Program Notes
14	Conference Agenda for Women's Center
15	Poster for English Language Program in San Francisco

*These are available upon request from Bay Area and the World Project.